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AUTHOR Ouellette, Janice A.; Anttila, Faith E.
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ABSTRACT

This narrative description summarizes the planning and implementation of a periodical use survey conducted during fall 1985 and spring 1986 to determine who uses the Fitchburg State College Library periodical holdings and which periodicals are used. Relevant literature is discussed, the purpose of the survey is explained, and survey procedures are described. Use survey activities included reviewing course syllabi for references to periodicals, surveying faculty members concerning their use of and feelings toward library services and materials, determining what indexes and abstracts were used, surveying students, and reviewing interlibrary loan requests for the past three years. It was concluded that, although time-consuming, the project was worthwhile in identifying areas where students need help in using periodicals, areas where students feel frustrated, and periodical titles to review for adding or dropping. A 21-item bibliography is provided, and appendices include the following information: (1) the Periodicals Department collection policy; (2) a cover letter to faculty concerning the periodical use survey; (3) periodical use survey procedures; (4) a tally sheet for tracking use of indexes and abstracts; (5) a card for use with the journal title tally sheet; (6) a sign posted during the survey; (7) the faculty survey form; and (8) the student survey form. (KM)

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THE PERIODICAL USE/SURVEY AT FITCHBURG STATE COLLEGE LIBRARY

Janice A. Ouellette
Assistant Librarian

Faith E. Anttila
Library Associate

IR051868

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INTRODUCTION

As anyone who has worked in a library knows (or should appreciate), gone are the days of ever increasing book and periodical budgets. Yearly, the budget is scrutinized for possible areas of savings, and when the cutting involves periodicals titles, decisions need to be based on more than just total costs involved, or X number of titles to be dropped. The process for such decision making needs to be logical and orderly: What courses/departments are affected? Is the course or department new? Is it offered every semester or some other frequency? Is the course interdisciplinary? How many students are enrolled? These kinds of questions show that the Library is not an isolated educational entity.

What kind of school is Fitchburg State College? It is a public 4 year institution, enrolling (in 1985) 3700 FTE day students and 3700 graduate and continuing education students, offering 32 programs in 18 academic departments. The Campus now has 93 acres and 23 buildings.

The College Library provides study tables, study carrels and lounge seating on three levels. The holdings, which comprise curriculum-related subjects and general student-interest materials, include a circulating book collection of 176,000 volumes; 2115 periodical titles in microfilm and hard copy; abstracts and indexing services; on-line data base searching using the Dialog system; the Resources in Education Collection (ERIC)- a comprehensive education library retrieval system on microfiche; an expanding Special Collections Department including the College Archives, the Robert Cormier Manuscript Collection,various other print and graphic collection, and a large (ca 4000 items) pamphlet file. The reference collection holds 10,000 volumes. The card catalog provides access to audio-visual information in 10 formats, a 7000 volume children's literature collection, and a 4000 item record collection. (FSC Undergraduate Catalog) 1.

Due to ongoing budgetary concerns and to better allocate diminishing resources, the Library staff was encouraged by the Administration to formulate and execute a periodicals use/inventory. What follows is a narrative of that process.

ORIGINAL PLAN

When the directive to conduct a periodical use survey was received from the Vice President, Academic Affairs in March 1985, the design and timing of the survey was, of course, left to the Library staff. (Periodical User Memo-April 10, 1985) Since the greatest impact on and burden of the survey would rest with the Periodical Department, the two librarians in the department agreed to undertake the task of researching various periodical surveys, designing the survey, writing the preliminary procedures and developing a sample survey. This was done during the summer of 1985 with progress reports given to the Library Program Area librarians for their comments and suggestions.

Before conducting a literature search, the two Periodical Department Librarians reviewed the Collection Development Policy for Periodicals. It was thought best to review what we hoped to accomplish with such a policy. A subsequent literature search verified the general wording and intent of the FSC Periodicals Collection Development Policy (Fabrizio p.569,3; Bonn p.266, 4; Maxin(1979) p.253, 5) See the Appendix for a statement of the policy.

Given the general nature of the directive, the Library staff thought the two main questions to be answered were (1) who uses the Library periodical holdings and (2) what is used.

LITERATURE SEARCH

A member of the Reference Department reminded us that a prior survey of the FSC Faculty was undertaken in 1980 to discover how the faculty used the Library as an adjunct to the curriculum and as a professional resource (FSC Faculty Survey 1980. 6) It was helpful to realize that 64 usable responses were received out of 245 faculty surveyed. A rate of 26% which duplicated the response to our periodical use-faculty survey (64 responses out of 243 surveys sent). So it would seem we have a core group of 26% of the faculty who will respond to any kind of survey.

Although it can be a tedious process, do not underestimate the value and necessity of a literature search. Two resources were searched for as recent material as possible on actual periodical surveys. These resources were Library Literature and Resources in Education (ERIC) using such subject terms as "Use Studies", "Surveys", "Periodicals", and "Library Surveys" (RIE), "Surveys-Serial Publications", and "Use studies-College & University Libraries" (L.L.).

We found Nisonger's bibliography, 7, a great help in identifying relevant articles quickly. One of the first articles read was Butler and Gratch's, 8, which succinctly detailed the stages of planning a user study as well as identifying the three major phases (1) normative phase-identifying the problem, defining objectives of the use study; (2) operational phase-methodology determined, data gathered; and (3) evaluative phase-results analyzed and reported. Perhaps the one major drawback of the FSC survey was the lack of sufficient time to test the two surveys used in the course of the academic year 1985-1986. Prior testing might have identified poorly worded questions which led to ambigious responses by faculty and students.

Due to the FSC completely open periodical stack area, we realized we would need to design a survey that would render useful data not needing a great deal of staff involvement. The most helpful documents and articles were those which actually described surveys either of faculty or students. Although the format of the FSC Faculty/Studnet Surveys differed from those examples read, the general content of the questions were developed from such documents as Peters, 9, report of faculty survey at Central State University, Oklahoma. Woods, 10, document helped us to realize that you do not have to ask many questions to get needed answers. Observation of actual behavior and asking for subject's opinions is also a valid approach to gathering data.

Another use study read was the Konopasek and O'Brian document, 11. Although the methodology used at their University was not one we thought would work well in our circumstances, it was interesting to note the very high percentage (902) of current volumes (1961-1979) satisfying user needs. A similar conclusion was stated in the Schertz and Shaw article, 12: "studies indicated that a very small number of journals satisfied the majority of use.. with the remaining use spread over a large number of titles." A similar finding was reported in the FJallbrant, 13, article.

The Gordon article, 14, seemed to be more relevant to our needs since the article described periodical use at a small college library, using an observed use technique. Again, it was interesting to note that ¼ of all the titles supplied 90% of the total use observed.

This is not to say that other use studies at universities were not helpful. Alldredge, 15, described methodology some of which we incorporated into our FSC study.

Finally a series of articles gave us perspective as to what to do with the results of a use study; Murfin, 16, Broadus, 17, and the Golden, Golden and Lenzini, 18, articles were all helpful to us in designing our study.

A pleasant goldmine of unexpected help came from the Carter, 19, document which gave succinct and practical suggestions in the mechanics of writing a survey. The literature search now complete, the description, format and procedures of the FSC periodical Use Survey began.

PURPOSE

Since this would be the first use survey/inventory undertaken at FSC, Library (the Library has been in existence since 1896 and in three different buildings) and since the directive only mentioned periodicals as opposed to Reference Serials, we, the Periodicals staff, thought it best to use a variety of techniques to ascertain periodical use. To accomplish this end the following purposes were identified:

1. To determine use by title
2. To determine use by subject area
3. To determine use by year
4. To re-evaluate periodical holdings
5. To provide continuing education for the staff
6. To revise collection development policy as needed
7. To plan future space allocations for the periodical collection
8. To determine if library services are addressing needs of the students
9. To publicize the collection to faculty/students.

Other justifiable uses of the survey/inventory were suggested: to identify duplicate issues; to identify stolen or mutilated issues; to identify gaps in the collection; to identify titles to acquire on microfilm and to

identify titles to cancel or reinstate. However, it should be stressed that the Periodicals Department adheres to the previously mentioned Collection Development Policy and on a yearly basis, the Periodicals Collection is reviewed to determine what titles to add or delete to assist the most number of students across all disciplines. Such titles are discussed regarding relevancy to curriculum needs, indexing, cost and other criteria as listed in the policy. Hence, the use/inventory survey was developed primarily to identify what titles were used and the data collected used to evaluate the collection and subsequent space allocation for titles.

To collect such necessary information, a full academic year was needed since not all courses are taught each semester and during the Fall, Reference/ Periodical Librarians are heavily involved in participating in a bibliographic instruction program.

Therefore, the use/inventory survey was conceived as consisting of ten parts:

A. During the Fall semester;

1. A cover letter to the faculty informing them of the use study and asking them to announce it to their classes; asking for a copy of their course Syllabi;
2. Signs placed on the doors leading into our two open Periodical stack areas and at the Library Information desk Indexes-abstracts area informing students of the survey and requesting that they do not reshelve any magazines/journals
3. A form used to count observed index/abstract use at Library information desk-count to be taken by Librarians
4. Questionaire to faculty
5. Count of periodical use

B. During the Spring Semester:

6. Continuation of index/abstract use count

7. Continutation of periodical use count
8. Questionaire to students
9. Inventory of periodical collection; and finally
10. Review of Periodical ILL requests for past three years.

The Periodicals Collection is housed in three areas; two open stack areas, in two separate rooms not in direct view of staff, on the second floor of the Library and one closed stack area on the third floor. The index/abstracts are housed on the first floor in an area adjacent to the Library Information desk and near the Reference collection. There are five periodical holdings lists in the Library; two in the index/abstract area; one at the Periodical desk on the second floor, and one in each of the two open stack periodical rooms on the second level. Periodicals are shelved alphabetically by title, word by word. All formats are shelved together - bound volume, single issues and/or microfilm.

In the Periodical Department there are two Librarians, one Senior Library Assistant, one part-time employee and twelve student workers.

PROCEDURES

Due to the separate rooms for housing of periodicals and the lack of personnel, direct observation of use was not deemed an effective method. Therefore, periodical use was judged by counting titles and issues left on shelving trucks or shelves or where the order of issues was disturbed, since it was assumed if issues were out of order, then some use had taken place. Please note: this survey made no attempt to judge quality of use, just quantity of periodical use.

Since all formats are shelved together, the most difficult decisions involved how to count these items. Obviously, single issues were counted as one use; however, bound volumes and microfilm which might contain weekly, monthly or quarterly issues or one year or multiple years, were also counted as one use since there was no way to determine what issue was used, consulted or looked at. Cards approximately 5" x 7" were printed at the FSC print shop. Titles of periodicals were written at the top of each card by the Senior Library Assistant. Years from 1980 to present were blocked as single year; the 1960's and 1970's were divided into five year intervals; the decade of the 1950's was designated by one block and pre-1950 was one block. Each time a title was found out of order or on tables or carts, the year of the issue was noted and a check mark made on the appropriate title card. The same title cards were used for both semesters. Blue pencil or ink was used during the Fall 10-week counting period and red pencil ONLY during the Spring 10-week counting period. The periodical use count started two weeks into the Fall semester and ran ten full weeks not counting the abbreviated week in November due to the Thanksgiving holiday recess. The periodical use count during Spring semester again began two weeks into the semester and ran ten weeks excluding the Spring vacation and a special college wide Assessment Week, when classes were cancelled and most of the students vacated the campus. To assist in performing this count, students in the Periodicals Department were instructed to do this special project. During the course of the activity, it was found necessary to also place our holdings years on the cards to assist students in identifying correct titles since many titles have name changes or

similar names. Indeed, this title confusion created the most problems and led to incorrect card markings which were spotted when tabulations were made of yearly use.

Another component of the use survey was tabulating use of indexes/abstracts. Another form was created which consisted of all such titles, (90) in the index/abstract area, listed on the left-hand side of letter size paper. Across the top of this sheet, the same year blocks were used as appeared on the periodical tally cards. Unfortunately, the same problems arose as with the periodical titles: confusion over name changes, and how to count use when index/abstracts appear in single issue, bound volumes and microfilm. The same methodology as used in counting periodicals was also adopted for counting indexes/abstracts. (See appendix for examples of all forms and signs used doing the survey.)

The Periodical/Reference Librarians counted the observed or assumed use of indexes/abstracts when at the Library Information Desk. Eight Librarians during the Fall and seven during the Spring semester rotated into desk coverage 8 A.M.- 9 A.M. Sunday through Thursday, Friday 8 A.M. - 5 P.M.. There was no Reference/Periodical Librarian on duty on Saturday. Counting of periodical use in the Periodicals Department was performed by 12 student pages, one part-time employee and by the Senior Library Assistant. Each time a student page reported for work, they were to clean desks, trucks and shelves of used titles, put them into alphabetical order, such issues counted and the appropriate care marked. This count was done 8 A.M. - 9 P.M., Monday-Thursday; Friday 8 A.M. - 5 P.M.; Saturday 10 A.M. - 5 P.M. and Sunday 2 P.M. - 9 P.M. If a student page had not finished counting a pile of alphabetized titles, they left a sign on the pile marked "Not Counted". Other signs, "Please do not add titles to this stack" were placed on shelving trucks to keep students from adding uncounted issues.

During the first week of classes in the Fall, the cover letter to the faculty was sent mentioning three items:

1. Requested course syllibi
2. Asked faculty to announce to classes upcoming Periodical use survey
3. Alerted faculty to anticipate Library questionnaire.

Also, during sixty Bibliographic Instruction classes in the Fall, Librarians drew attention to the signs announcing the Periodical use survey and reminded students not to reshelve indexes/abstracts and/or any periodicals they might use, consult or copy from in any format-single issues, bound volumes or microfilm. During the second semester, besides continuing the index/abstract and periodical use count, a questionnaire to students was distributed to those who approached the Library Information Desk or used any index/abstracts. Students were randomly approached in the periodical stack rooms and asked to answer a short questionnaire.

It was also felt advantageous to review filled Inter-Library Loan requests for a three year period, which would take into account varied frequency of course offerings.

A final activity of this academic year project was an inventory of periodical holdings, since the last full inventory was done during the summer of 1981. Additional funds made the purchase of replacement microfilm especially motivating as this inventory would confirm heavy use of the collection.

COLLECTION OF DATA AND RESULTS

The intent of the use survey-inventory was to enable the Periodicals Department staff, as well as all Librarians, to evaluate the collection. Such questions as the following needed to be answered:

What titles are used most frequently?
What subject areas need additions or deletions?
How are Library staff, materials, services viewed by faculty and students?
Are bibliographic instruction classes adequate for student/faculty needs?
Is the physical layout of the collection a help or a hinderence to student use?
How will the data impact shelving arrangements, storage areas and the periodicals budget?

Although the original focus of the use survey was rather narrow, larger implications were not overlooked and some of the questions above were asked through the faculty and student questionnaires.

SYLLABI

Our first concern was to identify those academic courses which in the syllabi specifically mention periodical assignment. Fourteen out of eighteen departments responded with 95 syllabi returned. Of that number, 28 specifically mention periodicals in some way (29%). Does this indicate a need to alert the rest of the faculty to Library resources?

THE FACULTY SURVEY

The faculty survey of their use of and feelings toward Library services and materials consisted of twelve questions. The survey was mailed to 243 faculty members on campus during the Fall; excluded from this mailing were Administration and Librarians. Sixty-four (64) were returned (26%).

Question #1. What Department are you in?

16 out of 17 departments responded. The only nonresponding department was Military Science

Question #2. What rank? *

Professor	19	(30%)
Associate Professor	20	(32%)

Assistant Professor	16	(24%)
Instructor	8	(13%)

*not all responders answered this question

Question #3. How many years at FSC

1-5 years	18	(29%)
1-10 years	11	(16%)
11-15 years	10	(16%)
16-20 years	11	(16%)
21+ years	13	(21%)

A curious drop off of responders during the "middle ranges". To what do we attribute this?

Question #4 How often do you use the Library?

Daily	6	(10%)
Weekly	31	(18%)
Monthly	19	(29%)
Seldom	6	(10%)
Not at all	0	
Bi-monthly	2	(3%)

It was gratifying to realize that of the 64 responders, 37 or 57% used the Library either daily or weekly. None admitted to not using the library; and of the 6 who seldom used the Library, three wrote (in response to question #5) that it was more convenient to use libraries closer to home. Two other faculty members mentioned the large number of personal subscriptions which hindered their time for Library use.

Question#6 consisted of five statements asking if they agreed or disagreed with them. Not all responders answered all parts of this question. There were 18 qualified responders; some chose to write additional comments.

	Yes	No
a. Librarians provide necessary information	60 (96%)	2 (3%)
b. Library materials are available	50 (89%)	6 (9.3%)

		Yes	No
c.	Book Collection Adequate	48 (82%)	10 (17%)
d.	Periodical collection adequate	46 (80%)	11 (19.2%)
e.	I am aware faculty members can request books & journals for purchase	63 (98%)	1 (2%)

While the majority felt library materials were available, there were specific complaints with portions of the collection, either books or periodicals.

In retrospect, questions #7 and #8 probably didn't need to be asked; a hazard of not pre-testing the questionnaire.

Question #9 specifically asked: If you do not make assignments using library materials, why? Ten chose to respond. Two specifically mention a lack of journal resources as the reason they do not make library assignments. On the other hand, the other eight responders indicated reasons not related to library materials or services.

Question #10 concerned their use of the Library's Bibliographic Instruction Program. Did they bring their classes to the Library for a B.I. session? Did they find it useful? Did they follow the B.I. session with a library assignment?

		Yes		No	
a.	Use B.I. session	27	(42%)	37	(57.8%)
b.	Useful	25	(96%)	1	(4%)
c.	Follow-up assignment	26	(96%)	1	(4%)

It was reassuring that of those faculty who participated in the program, all but one found the B.I. Sessions useful

Question #11 asked the faculty to identify those significant journals which supported their classes. 154 differenct titles were listed of which 36 (23%) were either not currently or restrospectively held or were unidentifiable. 15 titles were mentioned as significant but not currently held (9.7%). The number of titles mentioned as significant and currently held was 103 or 66.8%. If

retrospective holdings are considered, than a full 76.6% or 118 titles are held by the FSC Library.

Question #12 asked for any additional comments - 39 chose to do so. The comments could be grouped into four areas:

1.	General comments	2
2.	Complimentary remarks	21
3.	Requests	6
4.	Specific complaints	15

Of the specific complaints, two were directed toward the reserve system, three made reference to missing journal articles, and five comments concerned subject areas. One complained about the restricted area of back file journals. One faculty member missed a specific journal and one faculty wanted better reporting on requests.

Some of the requests can be easily acted on: better follow-up (in reporting on) traces; listing of journals on nutrition, listing of AV materials. Other requests are more substantive and would require changes in procedure or policy: departmental collection; purchasing more novels; multiple reserve copies; more TV (?) cassettes for classroom use; and the creation of a separate young adult literature collection.

The faculty questionnaire was interesting. There is a core group who use the Library frequently (daily or monthly) spread over all the ranks and length of service. Apparently, the lack of library use is not related to lack of library materials. Services and personnel are perceived as good and helpful. Obviously, if faculty do not use library material and services, they do not expect and hence do not encourage their students to use them either.

It is hoped that more faculty will now use the B.I. program. (However, there was no substantial increase between the number of B.I. programs given in the Fall and Spring semester. It will be necessary to compare use during successive Fall semester as most B.I. sessions are given in the Fall.)

If questionnaires are used again, there probably should be format changes:

1. All choice responses or blanks should be in columns rather than line arrangements
2. Always leave room for additional responses or comments after each question
3. Allow for the response "No opinion" or "All of the abose or "None of the above"
4. Perhaps list a specific personal name for questionnaires to be returned to rather than the Department
5. Make sure mailing label does not become inadvertently part of questionnaire to insure anonymity.

PERIODICALS INDEXES/ABSTRACTS

Another component of this project was to determine what indexes and abstracts were used out of a total of 90 possible titles, giving access to over 2115 journal titles in the FSC Periodical Collection.

During the Fall semester 44 different indexes or abstracts were used while 45 different titles were used in the Spring semester. For the full academic year, 38 titles were used both semesters. Thirteen titles were used only one semester. Twenty-three titles identified as not being used or consulted for the length of the survey were reviewed for possible discarding, taking into consideration name changes and newness to the collection. It was found that 8133 uses were make of our indexes/abstracts titles during this time period. Of that number, 13 titles (14.2% of collection) provided 86.6% of use (7045). The top 13 ("top" defined as over 100 recorded uses during the 20 week survey) are in descending order of use:

Reader's Guide to Periodical Literature
Cumulative Index to Nursing & Allied Health Literature
Psychological Abstracts
Education Index
Business Periodicals Index
Social Sciences Index
New York Times Index
Current Index to Journals in Education
Biological Abstracts

Resources in Education
Humanities Index
Index Medicus
Biology Digest

It was also found, not unexpectedly, that the greatest use (90.8%) was of the more current issues, 1980 to present with plunging declines during the 1970's (6%), the 1960's (1.8%) and the 1950's (.5%). Interestingly, pre-1950 use was up slightly (2%). These use patterns will help to make decisions regarding shelf space.

STUDENT SURVEY

The student survey/questionnaire was conducted during the Spring Semester after a special Assessment Week when no classes were held (April 21-25) and before the end of classes on May 12. One hundred and Sixty-two students who either approached the Library Information Desk or were approached by Librarians while using indexes/abstracts, agreed to respond to the 17 question survey.

Questions 1-3 Dealt with status, major and how often library was used.

It was interesting to discover that 107 of the respondents (66%) were upper-classmen or at the graduate level. Sixteen majors were identified:

Business Administration	46	(28.2%)
Education (Spec. Educ.,Early Childhood)	23	(14.1%)
Nursing	16	(9.8%)
Psychology	13	
History	11	
Communications Media	10	
Biology/Med Tech.	8	
Computer Science	7	
Human Services	6	
Industrial Science	6	
Industrial Arts	3	
English	2	
Sociology	2	
Undeclared	7	
Blank	2	

Most of the responding students used the library on a weekly basis -71 (47.5%), while 52 (32%) used the library daily. Twenty-seven students used the library monthly while 11 indicated they seldom used the library.

Of those who used the library seldom, Question 4 asked why? Five thought the library was too noisy; three indicated they could not find needed material and eight responded that their courses did not require library work. One responded he lived out of town while another responded "too many distractions (girls)!"

Question 5 was an attempt to identify those areas or services needing to be better advertised. They were records, AV/films, and newspapers.

Questions 6-10 dealt specifically with periodicals; how the students found an article and the physical arrangement of the collection. Most (153) have used a periodical article for a class assignment or paper, locating it themselves using an index or abstract (84). Others found their article by using a bibliography (21). Nineteen said their professor told them; Thirteen consulted a course syllabus and seven got their article from another atudent.

Question 8 asking the students what indexes/abstracts they used was effectively answered by the separate tally of index/abstract us. Hence, another problem that might have been rectified by pre-testing this survey/ questionnaire.

To understand the reason for questions 9-10, the arrangement of the department needs to be restated. Periodicals are arranged in alphabetical order by title in two public access rooms on the second floor of the library. All formats are shelved together; that is, unbound issues, bound volumes and microfilm.

Question 9 consisted of two parts:

a. Was this arrangement easy to use? 143-yes 12-no
b. Do you usually find the magazine you are looking for? 119-yes 28-no

Eighteen did not respond to either question. While a significant number found the arrangement easy to use, a lesser number did not find what they were looking for. At this point, it would have been prudent to question the unsuccessful search:

a. incorrect citation?
b. missing pages or journal?
c. did not consult periodicals list?
d. did not understand information or periodicals holdings list?
e. did not look for microfilm?
f. if not available in paper , did not want to use microfilm?
g. did not realize copies can be made from microfilm?
h. did not recognize title name change?

But alas, these questions were not asked; an oversight to be sure, probably due to an attempt not to ask questions on too many topics. A more narrow focus of the student survey would have been of more help to the Periodicals Department.

Question 10 sought to identify whether students found the present location of our indexes/abstracts helpful and useful to their library research. The three part question asked:

a. if they knew the indexes/abstracts were in another location (2nd floor)
b. if they used those indexes/abstracts when on the 2nd floor
c. if they found the present location a help to their research.

Again, as with the other multiple part question, not all responded to all parts. Most of those responding knew of the former location - 11 yes.

Used the indexes/abstracts in the former location - 95-yes, 53-no, and 103 found the present location helpful, although other students chose to make comments concerning this move under Question 17.

Question 11 inquired if the student had ever received a library instruction (B.I.) class and whether they found it helpful. A large majority responded yes to both parts.

Part A - 117 - yes, 44 - no
Part B - 105 - yes, 9 - no

Of the ones who responded negatively to Part B, it would have been helpful to ask why they found the B.I. class not helpful.

Question 12 concerning ILL might make students more aware of this service.

Question 13 asked about leisure reading. To our surprise the majority do not use the library for that activity - 54 - yes, 103 - no.

Question 14 asked for student suggestions for magazines to which the library could subscribe. Thirty-nine different titles were listed; 10 titles were mentioned more than once; 6 titles mentioned are currently held. These suggested titles were reviewed as were the faculty suggestions from the Fall survey for possible new orders by the Periodicals Dept. staff. These recommendations were then submitted to the Collection Development Committee for final review.

Question 15 and 16 asked, in general, do the students find the librarians helpful and responsive to your needs; and in general, do they find that the library materials meet your needs. While it was gratifying to have 159 affirmative responses to question 15, the one negative response was puzzling and nagging.

Was the student's "no" response due to one "bad" unhelpful experience with a Librarian or more widespread - was it a clash of personalities, or misunderstanding? On the other hand, 147 responded that the library materials meet their needs; only 9 said no.

Question 17 specifically asked for any additional comments concerning periodicals or library services. Forty-nine students took advantage of this opportunity. The comments can be grouped into broad areas of complimentary remarks, specific complaints, specific suggestion, location of materials and personnel. While one person pleaded that the periodical indexes/abstracts not be moved again, seven felt it would be more practical to move them to their former location. There were nine general comments about periodicals or library services while two made comments about personnel. Fifteen made complimentary comments while major areas of concern were torn out articles - 10 comments, copy machine malfunctions -4, and noise in the library -4.

To address some of these concerns, during the course of the year and summer recess, rearrangement of study tables and furniture was done to break up students congregating around study tables. A classroom on the 3rd floor of the library was acquired for Bibliographic Instruction, thus cutting down on noise and congestion near the Library Information Desk and the index/abstract areas where B.I. classes used to be given. A new MITA OC-412 RE photocopier was installed on the 2nd floor balcony of the Periodical Department. A new maintenance procedure was established with the company overseeing the photocopiers-there are five in the library. Most importantly, a new security system was installed, one not sensitive to spiral binders, calculators, aluminum foil and the like. Both high circulating books and bound periodicals are now "teen-beeped" with plans to "teeny-beep" the whole collection as funds are available.

ILL REVIEW

As planned, during the Spring 1986 semester, the filled ILL requests were reviewed for the past three years for possible titles to acquire. If five requests/year was taken as a base, as well as other criteria (see Collection Development Policy), nine titles were identified as possible new title acquisitions by the Periodical Department Librarians and submitted to the Collection Development Committee for review.

PERIODICAL USE SURVEY

As already mentioned, the survey of periodical titles use was conducted over two ten-week periods during the Fall 1985 and Spring 1986 semesters. The object was to determine what titles were used and what subject areas to weed or strengthen. Hence, it must be stressed this was not an issue use survey, but title use survey.

It was found that 44% of the collection was used during the course of the survey. 1000 titles were used out of a possible 2115 during the Fall and 844 titles were used out of 2154 titles during the Spring. This, of course, includes both current and retrospective holdings. Of those used, 746 titles were used both semesters. As might be expected by index/abstract use, predominant use was made of current issues, 1980 to date (39% of total collection or 868 titles used during the Fall; 797 titles used during Spring). Titles used 1950-1970 during the Fall was 400, and during the Spring 314 - 37% of titles used during survey or 16% of total collection. The pre-1950 use, while low, was not unexpected - 58 titles used during the survey - 3.7% of titles used or 1.3% of total collection. One curious observation, although use of index/abstracts increased during the Spring, use of different titles decreased.

The students were using less titles more often. Most reassuring, of currently received titles, 675 were used both semesters, with 869 currently received titles, out of a total of 1175, used in the Fall and 776 currently received titles, out of 1214, were used during the Spring.

Our subscription agent, the Faxon Co., Westwood, MA. provided us in June 1985 with SCOPE - a subscription classification price study for the years 1983-1985. This print-out listed those periodical titles provided through the Faxon Co., grouped by subject classification, indicating adds or drops for the past three years and price increases. We found this extremely helpful to determine use of titles by subject areas. Of course, the SCOPE listing did not list all our retrospective or current holdings, but the 1240 titles on the print-out represented 58% of our total collection as of September 1985. We felt by comparing actual use with what was available, we could identify those subject areas needing attention, such as weeding, adding, reviewing where indexed, stressing titles during B.I. sessions, bringing the collection to the attention of faculty and students, etc.. It was found that of the 1240 titles on SCOPE, 839 were used during the Fall (67.6%) and 750 used during the Spring (60.5%).

There was little change in overall subject area use during the two survey periods, although less titles were used in certain subject areas, such as Social Sciences, Education, Language and Literature, Science, Medicine and Technology. Perhaps these slight changes can be attributed to the fact that most survey type courses are taught in the Fall while many students participate in internships, practicums or clinical experiences during the Spring

SUMMARY

While we at FSC were conducting the use survey, two other fine

articles appeared discussing periodicals cancellation and library user studies, Neame's article (20) mentions the role use study results can play in the necessary activity and makes the point that final authority for the cancellation decisions remain with Librarians. However, the sobering White (21) article made us realize that if the user questionnaires told us exactly what we expected, of what use was it? An unsettling question at a late hour in our survey work.

What did we at FSC learn from or gain preparing and conducting such an extensive project? First, even though it was cumbersome due to the many parts, and time consuming, the experience was worthwhile and helpful to the Periodicals Department in identifying areas where students need help in using periodicals, areas where students feel most frustrated, and of course, titles to review for adding or dropping. Secondly, don't assume a use survey can or will be done quickly. Planning is absolutely necessary. Sufficient lead time is essential to pre-test questionnaires, or perhaps even test-run anticipated procedures. Thirdly, have a precise idea of what you wish to identify with any questionnaire or survey- too narrow or too broad a focus can be enormously frustrating. Finally, publicize your results to those whose opinion you solicited. Everyone needs feedback on their efforts. It is an excellent opportunity to demonstrate Library responsiveness to faculty and student concerns.

Specifically, the use survey indicated that what we have is used, although areas of concern to both faculty and students were torn out articles or lack of journal titles, photocopier problems and to students, noise in the library.

The appendices include: Periodicals Department Collection Development Policy, cover letter to faculty, instructions to Periodicals Department student workers, an example of indexes/abstracts tally sheet, card for journal title tally sheet, sign posted during course of survey and faculty and student questionnaires.

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March 4, 1985

COLLECTION DEVELOPMENT PERIODICALS

The following questions are asked when consideration is given to ordering new periodical titles, renewing titles or reinstating titles:

Will the title

Support the curriculum and/or a specific course?

How many students are enrolled in the course or department?

Is the title indexed?

What is the cost?

What is the publishing frequency and consistency of the title?

Is the title used/abused?

Are there other titles in the field which we currently recieve which covers same or similar material?

Does the title enhance our subject areas?

Is space available?

Where possible to define, the quality of the journal, e.g. good editor and authors, continuity of good editors and authors, format, paper, printing, binding and photographic layouts

In the case of new departments, core title will be ordered first and peripheral titles will be added under the restrictions of the above criteria

On a yearly basis, the collection is reviewed and weeding is done based on the above criteria.

FITCHBURG STATE COLLEGE

FITCHBURG, MASS. 01420

September, 1985

Dear Colleague:

The Library staff will be conducting a periodical use inventory during the Fall and Spring semesters 1985-1986 to assess the strengths and weaknesses of the Periodical Collection. We ask your help.

We would appreciate it if you would send a copy of your class syllabus to the Periodicals Department. Your syllabus would help us to identify what materials you feel are pertinent to your subject area. Would you also announce to your classes that the Library is conducting such an inventory and ask your students not to reshelve any titles they might use, consult or copy from, be it a bound, unbound, microfilm format or indexes/abstracts.

Also we wish to alert you to the fact that the Library staff will be sending you a short questionnaire concerning Library use, materials and services towards the end of the semester but before exams begin. Please be looking for this questionnaire before the Thanksgiving break.

We thank you for your help and cooperation.

Sincerely yours,

Paul E. Antilla

Periodicals Dept.

FITCHBURG STATE COLLEGE

FITCHBURG, MASS. 01420

PERIODICAL USE SURVEY PROCEDURES

1. Survey will start Monday September 23rd and run for ten weeks concluding Friday December 6th. The week of November 24th-30th will not be counted as it is a short week due to the Thanksgiving recess.

2. All counting of journals will be done in the Periodicals Department by trained student pages and/or Periodicals Department staff.

3. Journals found on the 1st floor of the Library will be returned to the balcony area of the Periodicals Dept. and placed on shelving carts there.

4. Use of periodical indexes/abstracts on the 1st floor will be monitored by the Reference Librarians and counting of used titles will be done at each change of Library Information Desk personnel.

5. Survey cards have been prepared which contain magazine titles and blocks of years.

6. To be as efficient as possible, journals should be put in alphabetical order by title first BEFORE THEY ARE ENTERED ON SURVEY CARDS.

7. For each title used, one hash mark should be placed under the appropriate year.

8. Bound volumes will be treated as one issue and hence, one hash mark will be made under the appropriate year.

9. If a bound volume or single issue overlaps years, put the hash mark under the earliest year.

10. If the journal is on microfilm, put the abbreviation MF under the appropriate year, and mark one hash mark.

11. Survey cards must be kept in alphabetical order.

12. Please note that separate cards have been made for those titles that are only shelved on the 3rd floor in the closed stack area (appears as CS on the holdings file).

13. Counting of journals must be done first as each student reports for work.

14. It will be assumed that journals left on shelving trucks have not been counted unless a sign is placed on the stack of journals indicating that they have been counted.

15. ILL requests (both incoming and outgoing) for periodical articles will be monitored.

DATE:	1985/86	1984	1983	1982	1981	1980	1975-9	1970-74	1965-9	1960-64	1950-9	PRE-1950
ACM GUIDE TO COMPUTING LIT.												
ABSTRACTS OF FOLKLORE STUDIES												
ACCESS												
ACCOUNTANTS INDEX												
AMERICA: HIST. & LIFE												
APPL. SCI & TECH.												
AQUATIC SCI & FISH.												
ART INDEX												
BIBLIOGRAPHY INDEX												
BIBLIO. OF ASIAN STUDIES												
BIBLIO ON DEAFNESS												
BIOGRAPHY INDEX												
BIOLOGICAL ABST.												
BIOLOGY DIGEST												
BK REV. DIGEST												
BK REV. INDEX												
BULL OF BIBLIO												
BUSINESS PER. INDEX												
CHEM. ABSTR.												
CHILD DEV. ABST & BIBLIO												
CHRISTIAN SCIENCE MONITOR												
COLLEGE STUDENT PERSONNEL ABSTR.												
COMMUN. ABSTR.												
COMPUTING REV.											32	
CONSUMER INDEX TO PRODUCT EVAL.	31											

ATTENTION

Periodical Use Survey
Fall 1985- Spring 1986
Do Not Reshelve:
Periodicals
Microfilm
Indexes/Abstracts
Please leave on trucks

Thank you,
Library Staff

FACULTY SURVEY

Please respond by December 6, 1985

1. Department

2. Academic rank

3. Number of years at FSC

4. How often do you use the Library?

____Daily ____Weekly ____Monthly ____Seldom ____Not at all

5. If you do not use the Library, please check reasons:

_____ Use other information sources
_____ Staff not helpful
_____ Library material not adequate/available for my needs
_____ My schedule does not allow adequate Library use
_____ Other (Please specify)

6. Do you agree with the following statements?

a. The librarians provide the information and services you need.
b. The library materials you need are available.
c. The book collection is adequate for your teaching needs.
d. The periodical collection is adequate for your teaching needs.
e. I am aware that faculty members may recommend books/journals for purchase.

7. Please indicate the resources/services you used this semester for personal or teaching purposes (Check all those that are appropriate)

_____ Circulating books
_____ Reserve Books
_____ References books
_____ Magazines/journals
_____ Indexes/Abstracts
_____ Newspapers
_____ AV/Films
_____ Records
_____ ERIC (Educational Resources Information Center) Documents
_____ Interlibrary Loans
_____ Children's Literature
_____ Other (Please specify)

8. Please indicate the resources you expect your students to use in their class assignments

_____ Circulating books
_____ Reserve Books
_____ References books
_____ Magazines/journals
_____ Indexes/Abstracts
_____ Newspapers
_____ AV/Films
_____ Records
_____ ERIC (Educational Resources Information Center) Documents
_____ Interlibrary Loans
_____ Children's Literature
_____ Other (Please specify)

9. If you do not regularly make assignments using library material, please check your reason (s)

_____ The collection is inadequate
_____ The staff has not been cooperative/helpful in the past
_____ Too much to cover in my class
_____ My course does not require library use
_____ Most of my students can not use the library adequately
_____ Other (Please specify)

10. Have you ever brought any of your classes to the Library for a bibliographic instruction session? _____ Yes _____ No

a. If yes, did you find such instruction useful? _____ Yes _____ No

b. Did you follow up the library visit with a library oriented assignment?

_____ Yes _____ No

11. Please list the most significant journals which support your courses/classes.

12. Do you have any additional comments to make regarding library materials or services?

PERIODICAL USE SURVEY

1. What is your status? ___Freshman ___Sophomore ___Junior ___Senior ___Graduate ___Other

2. What is your major?_____ or Undeclared_____

3. How often do you use the Library? ___Daily ___Weekly ___Monthly ___Seldom ___Never

4. If answer to 3 is seldom or never, why? Please check as appropriate
   - _____ Library is too noisy.
   - _____ I cannot find needed material here.
   - _____ My courses do not require library work.
   - _____ I can get my information from other sources.
   - _____ I do not find librarians helpful when I use the Library.
   - _____ Other (Please specify)

5. When you are in the Library, what do you use? (Check all that apply)
   - _____ Card catalog
   - _____ Indexes/Abstracts
   - _____ Copy machines
   - _____ Periodicals
   - _____ Reference books
   - _____ Circulating books
   - _____ AV/Films
   - _____ Records
   - _____ Newspapers
   - _____ Other (Please specify)

6. Have you ever used a periodical article for a class assignment or paper? ___Yes ___No

7. How did you find your periodical article?
   - _____ Professor told me
   - _____ I got it from the course syllabus
   - _____ Another student told me
   - _____ I got it from a bibliography
   - _____ I found it myself using an index or an abstract
   - _____ Other (Please specify)

8. What indexes/abstracts have you used in the last semester, e.g. Readers Guide?
   - _____ Readers Guide
   - _____ Psychological Abstracts
   - _____ Education Index
   - _____ Cummulative Index to Nursing & Allied Health Literature
   - _____ Others (Please specify)

9. Do you find the arrangement of periodicals easy to use? ____Yes ____No

   Do you usually find the magazine you are looking for? ____Yes ____No

10. Did you know the periodical indexes/abstracts were at one time on the 2nd floor of the Library? ____Yes ____No

    Did you use the indexes/abstracts when they were on the 2nd floor? ___Yes ___No

    Do you find the present location of the periodical indexes/abstracts a help to your library research? ____Yes ___No

11. Have you ever received a library instruction class? ____Yes ____No
    Did you find it helpful/useful? ____Yes ____No

12. Have you ever requested an Interlibrary Loan? ____Yes ____No

    If yes, what item? ____Book ____ Periodical article

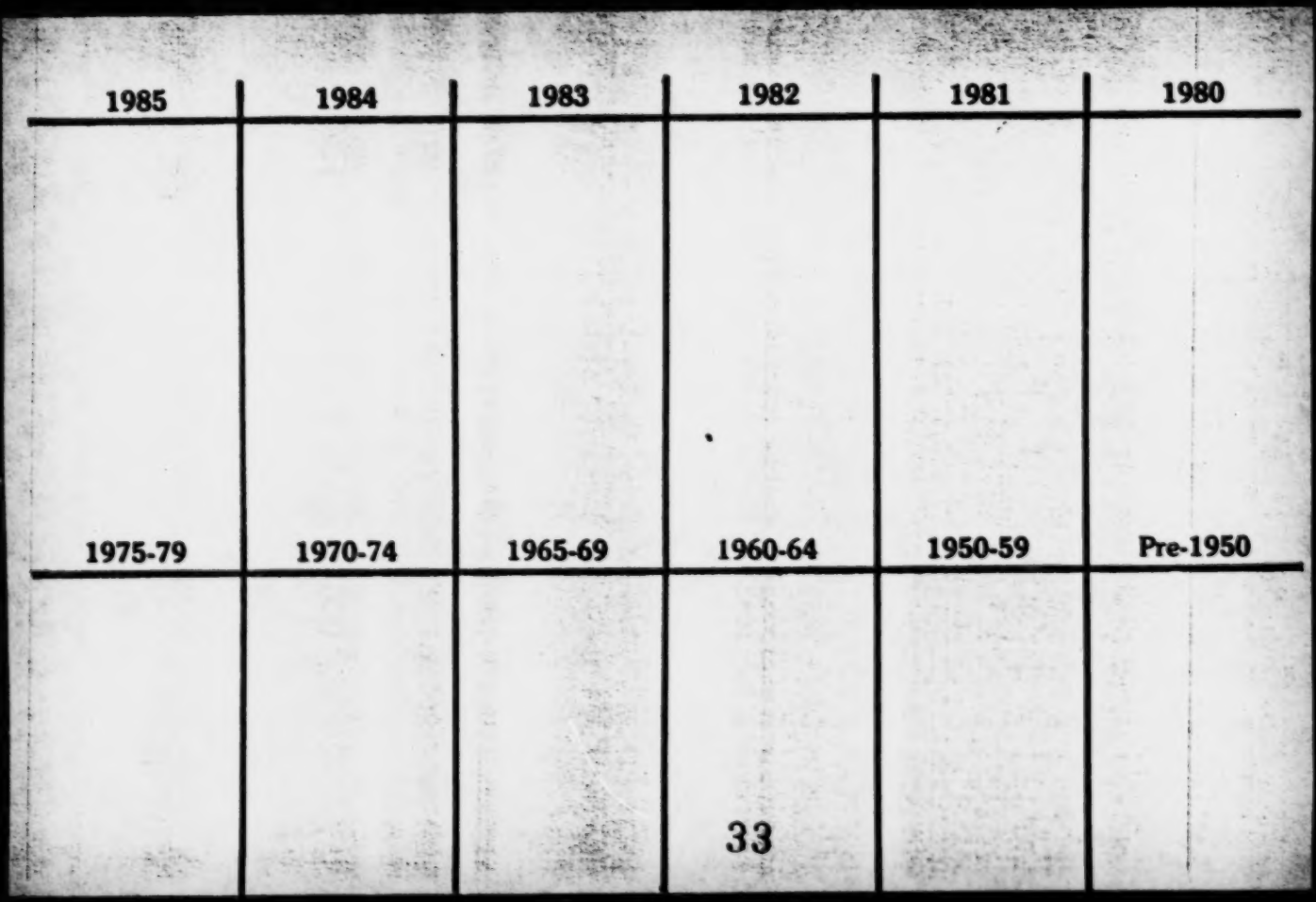
13. Do you do any recreation/leisure reading from the Library holdings? ____Yes ____No

14. What magazines would you like to see the Library subscribe to?

15. In general, do you find the librarians helpful and responsive to your needs? ____Yes ____No

16. In general, do you find that library materials meet your needs? ____Yes ____No

17. Do you have any additional comments to make concerning periodicals or library services?


1985
1984
1983
1982
1981
1980
1975-79
1970-74
1965-69
1960-64
1950-59
Pre-1950
33